


Geography at Bickerton Holy Trinity Church of England Primary School

Intent	Why? and How?	
	<p align="center">'Life in all its Fullness' (<i>John 10:10</i>)</p>  <p align="center">Lifelong Learners Immersive Valuing Diversity Enquiring Minds</p>	<p>Through the teaching of Geography we aim to help the children develop a greater understanding and knowledge of the world, as well as their place in it. We teach the National Curriculum and ensure there is a progressive development of geographical concepts, knowledge and skills to enable the children to be lifelong learners. Through our sequenced curriculum, children will have the opportunity to progressively develop their understanding across a wide range of contexts, from local to the United Kingdom to world Geography so they know more and remember more. We have created a 3-year rolling curriculum in EYFS, KS1 and Years 3,4, and 5 to meet the needs of our mixed-age classes. The 3-year rolling programme in EYFS and KS1 enables children to start every year focusing on their own locality. The curriculum has been designed this way so sufficient time is given to pupils to learn and embed their knowledge of place at a meaningful level. The curriculum progression will expand outwards from the immediate locality but with a comparison and contrast to the local at each step. This enables children to be immersive learners as they strengthen geographical contexts through repeated encounters, and a consolidation approach each year. It is our intention that pupils become more expert as they progress through the curriculum, accumulating and connecting substantive and disciplinary geographical knowledge. Our curriculum approach encourages our children to navigate their learning through enquiry and connections.</p> <p>Understanding Geography ensures our children become tolerant and knowledgeable citizens of the future, who value diversity and understand their role in shaping how our future looks.</p> <p>Our curriculum planning ensures that by the end of KS2, all children will have met the expectations of the Geography National Curriculum; developed enquiring minds and have secure knowledge, skills and understanding ready for transition into KS3.</p>
Implementation	How we teach Geography	
	<p>We have developed a bespoke three-year rolling program across EYFS/KS1 and Years 3, 4 and 5. Year 6 is taught as a stand-alone, single-age year group. In EYFS/KS1 we teach children about their local area, then the four countries of the United Kingdom and then global, with reference back to local at each step. This ensures that as children progress through KS1, they develop a deep knowledge and understanding of their local area and its place within the wider geographical context using stunning stories and continuous outdoor learning and visits. The “golden thread” weather is taught throughout the year.</p> <p>In Years 3, 4 and 5 children will be learning about North America, Europe and the United Kingdom. When studying places in Europe and North America comparisons will always be made back to the United Kingdom. The substantive concepts of climate, trade, settlements and sustainability are taught throughout the year. Knowledge end points are identified for each year group to ensure progression in knowledge and skills. Where possible locational knowledge is linked to the concurrent historical periods which the children are studying.</p> <p>Our year 6 children draw upon their geography knowledge over time to explore a new golden thread of migration.</p> <p>Existing knowledge is checked at the start of each new topic. This ensures that teaching is informed by the children’s starting points and takes account of pupil voice. In order for children to know more and remember more, meta-cognition is considered and opportunities for revision of prior knowledge are built into every lesson. Through revision and consolidation, we help children draw on prior knowledge and make links and connections when introducing new learning. Key vocabulary is built into each unit of work. This vocabulary is included in display materials and additional resources to ensure that children are allowed opportunities to repeat and revise this knowledge.</p> <p>Children’s knowledge and understanding of people and places is enhanced and developed through regular fieldwork, termly where possible.</p> <p>The delivery of our geography curriculum is adapted through resources or the deployment of staff to enable all pupils, including those with Special Educational Needs or</p>	

	<p>Disabilities, to engage in the same curriculum. Through immersive Geography teaching, we aim for our pupils to understand the complexity of our world and appreciate the diversity of cultures that exists across continents.</p>
Impact	<p>How we monitor standards and the impact of our Geography Curriculum</p>
	<p>“Bridging back” and retrieval techniques are used during every lesson to ensure that pupils are drawing on their prior knowledge and developing their understanding of new substantive knowledge. This also identifies any knowledge gaps that need to be addressed before moving on.</p> <p>At the end of each unit, teachers make an overall judgement of the children’s attainment against the identified key knowledge endpoints. This is recorded on our assessment tracker. These judgements are informed through key questioning skills built into lessons, quizzes and summative assessments. They help identify next steps in learning where appropriate.</p> <p>The school environment will be Geography rich through displays with effective questions, resources and vocabulary. Key geographical vocabulary will be spoken and used by all learners. We want to ensure that children’s knowledge and skills develop progressively as they move through the school. A firm foundation of substantive and disciplinary knowledge as well as highly developed and frequently utilized fieldwork and other geographical skills and techniques will create a smooth transition to KS3.</p> <p>The Geography subject leader is given time to monitor the delivery of our geography curriculum through book looks, discussions with staff and pupils and visits to lessons.</p>